

The Maine Educational Assessment

Test Administrator Manual Grade 4

March 2004

Maine Department of Education

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CHANGES TO THE 2003-04 MEA

1. **MEA Single Test Administration Schedule:** The MEA is scheduled to be administered March 1–12, 2004. This change to a single administration is possible because the number of content areas being assessed has been reduced.
2. **Subjects Assessed:** English language arts – reading and writing, mathematics, and science and technology are being assessed. The assessments in social studies, health education, and visual and performing arts have been moved to the local assessment system.
3. **MEA Online:** For Grade 8 only, the MEA will utilize the MLTI laptop computer capacity to make the English language arts – writing section of the MEA available as an option to schools that are certified to participate.
4. **Test Design:** The numbers of questions that comprise an individual student’s score have been increased to improve test reliability coefficients. While the earlier tests were adequate, the MEA results are now used in the process of certifying student achievement and to determine a school’s Adequate Yearly Progress, rather than primarily as a tool for program evaluation. The change in test design has been accomplished without significantly increasing the time a student is engaged in the assessment process.
5. **Writing Assessment:** The writing assessment now includes two shorter writing tasks (20 minutes) in addition to the writing prompt to better measure *Learning Results* expectations for writing. While the longer writing prompt (45 minutes) will be retained, the integrated reading/writing task will no longer be used. The evaluation of three, rather than two, samples of student writing should produce more consistent student and school scores.
6. **Writing Scoring:** Measured Progress scorers, rather than Maine teachers, will accomplish the scoring of writing. This change is necessitated by the new NCLB reporting timelines. Scoring will be to the same standards as in past years.
7. **Released Items:** The new test design requires a reduction in the number of items that may be released each year for school use to 50% of the items that comprise a student’s score, so that tests may continue to be equated from year to year. The released items will be representative of all of the content standards assessed. One of the two writing tasks will be released each year, along with the longer prompt.
8. **School and Student Reports:** The modifications in the MEA test specifications will support a more detailed student report with a chart showing the strengths of the performance information being reported for *Learning Results* content standard clusters. School and District Summary Reports will be revised to report similar information. Both individual student and summary reports will not use scale scores, but will show the strength or weakness of the student performance in relation to the “Meets the Standards” cut score.
9. **Reports Available Earlier:** The return date for all MEA results, including the MEA/PAAP, is July 15, 2004.

For more information regarding these changes, please refer to Informational Letters #67 (dated May 2, 2003) and #75 (dated January 27, 2004), available at <http://www.state.me.us/education>.

IMPORTANT CONTACT INFORMATION

GENERAL INFORMATION

Measured Progress..... 1-800-431-8901

TO ORDER MATERIALS OR UPS PICK-UP

Measured Progress Service Center 1-866-812-6433

OR

go to <http://iservices.measuredprogress.org>

INFORMATION ABOUT MEA POLICY

Maine Department of Education..... 1-207-624-6774 OR
1-207-624-6775

IMPORTANT DATES

TEST ADMINISTRATION March 1–March 12, 2004

DATE TEST MATERIALS MUST BE SHIPPED

TO MEASURED PROGRESS March 17, 2004

TEST SECURITY

All test materials and student responses in the Maine Educational Assessment (MEA) are secure material and **may not be duplicated** in any way or retained in the school after MEA testing is completed.

TEST SECURITY AND ETHICS

The quality and usefulness of the assessment data generated by the MEA depends, in large part, on the uniformity of test administration and the security of test materials. Valuable information about student achievement of content standards measuring *Learning Results* effectiveness will be seriously compromised if test security is not strictly implemented and maintained. School principals are responsible for ensuring that the MEA administration takes place in accordance with these guidelines. **Duplication of any portion of the MEA test materials or student responses is strictly forbidden**, including but not limited to audiotaping, videotaping, photographing, photocopying, and handwritten copying. No test materials of any kind may be retained, discarded, recycled, removed, or destroyed.

SCHOOL RESPONSIBILITIES

Principals and other designated staff are ultimately responsible for the security of MEA test materials while test materials are in your school building. It is critical that designated school staff

- inventory the test materials received by your school;
- monitor the distribution and use of these materials; and
- ensure complete and error-free return of materials to the testing contractor when testing is completed; **materials must be shipped no later than March 17, 2004.**

Call Measured Progress at 1-800-431-8901 if questions arise, or if any situation occurs that could cause any part of the test administration to be compromised.

PENALTIES

Failure to comply with the administration and security requirements described in this document may result in one or more of the following penalties:

- delay in reporting of student, school, or district results;
- invalidation of student, school, or district results; and/or
- recommendation by the Department of Education to the School Board that investigation of school personnel be considered for action.

STUDENT USE OF TEST MATERIALS

The MEA is designed to provide information about student achievement. The accuracy and value of this information are directly influenced by how students handle test materials and respond to test questions. Principals and designated staff are ultimately responsible for ensuring that students are properly instructed in the use of test materials and that students are given the opportunity to do their best.

Schools must ensure that

1. students are informed about the importance of the MEA before testing begins. Students must be alerted that their test results will be included in their permanent school records; a copy of the test results will be provided to their parent(s) or guardian(s); and test results, including sample student responses, will be used by teachers to help improve academic performance.

2. student testing materials are handled and completed properly. Students must use only the test materials assigned to them. Furthermore, designated school staff must ensure that each student receives a set of test materials for the appropriate grade and that each student accurately completes the identification information on his or her Student Response Booklet. Students must complete all name grids and fill in the corresponding circles accurately. **This information is critical to reporting student results. Incorrectly gridded student information may result in no scores for the affected student(s).**
3. students are advised against any form of cheating. Students may only provide answers that are strictly their own. They may not use other students' answers in any way; consult notes, textbooks, or other teaching materials; share test questions with other students; or consult other students, staff, or anyone else accessible to them during test administration.
4. students are informed that they will have a specific amount of time to complete each session, with a limited amount of additional time. They need to work steadily and provide their best answers.
5. students are informed that they will be required to make up any test session missed due to absence from school, and that they are encouraged to avoid absences during the two-week testing period.
6. students are informed that responses identified in the scoring process indicating that the student's physical/emotional health or personal safety may be in jeopardy may be referred to appropriate local school district personnel. All referrals are confidential and any decisions connected with these referrals are under the jurisdiction of the local district.

CHECKLIST FOR TEST ADMINISTRATORS

BEFORE TESTING

- _____ Read this manual.
- _____ Meet with the test coordinator to plan the testing schedule and to review procedures.
- _____ Notify students about testing.
- _____ Secure sharpened number two pencils.
- _____ Obtain calculators for use in mathematics sessions 3B and 3C.
- _____ Obtain information from the test coordinator to complete the “Student Program Participation Information” section on page 2 of the Student Response Booklet. This includes information regarding any students in your group who enrolled in your school and/or district after October 1, 2003, who are eligible for the National School Lunch Program (NSLP), who participate in Title 1A programs, who are migrant students, who have disabilities, who are limited English proficient (LEP), who participate in a state-approved gifted and talented program, who have a 504 Plan, who are home-schooled, who require accommodations, who require alternate assessment, and/or who have previously participated in the fourth grade MEA.
- _____ Obtain the student questionnaire item that is unique to your district/school from your principal or test coordinator if this item is being used.
- _____ Obtain a teacher/class code number (1–24) if your school will request reports by individual classrooms.
- _____ Obtain the optional student identification number for each student from your test coordinator if your school is using this option.

DURING TESTING

- _____ Be sure that students have comfortable and adequate workspace.
- _____ Post a “TESTING—PLEASE DO NOT DISTURB” sign on classroom door.
- _____ Write the name of the school, teacher/class, and the school district on the chalkboard.
- _____ Follow directions for administering student cognitive tests and questionnaires.
- _____ Monitor students’ handling of response booklets to keep the booklets in good condition.
- _____ Give students as much time as needed (**within MEA guidelines**) to complete the sessions.
- _____ Administer makeup sessions or sessions for students who require accommodations if assigned to do so.

AFTER TESTING

- _____ Verify that page 1 of each response booklet has been **correctly** completed.
- _____ Complete the program participation information on page 2 of the response booklet, if applicable.
- _____ Encode a teacher/class code number (1–24) in the “Classroom Reports” box on page 2 of the student response booklet to request reports by individual classrooms.
- _____ Ensure that page 1, as well as page 2 if applicable, of the student response booklet is correctly completed for **every** student assigned to your class.
- _____ Sort test materials and return them to the test coordinator.

RESPONSIBILITIES OF TEST ADMINISTRATORS

It is expected that all students will take part in the MEA, either through standard administration, administration with accommodation(s), or alternate assessment.

As test administrator, your job is to

- ensure a standardized test environment in which no coaching or prompting occurs.
- test the group of students assigned to you according to instructions given in this manual.
- conduct makeup testing for students absent from original test sessions, if assigned to do so.
- ensure the student name grid on page 1 of the response booklet has been completed.
- encode student program participation information on page 2 of the response booklet for every program in which the student takes part.
- fill out the “Classroom Reports” box on page 2 if this is how your school wants its results reported.
- fill out the “Accommodations” box on page 2 for each student who requires accommodations for any session(s) of the test.
- fill out the “Alternate Assessment” box on page 2 for any student who is participating in the MEA through alternate assessment (PAAP) this year.
- ensure that all testing materials in your care are counted and that when testing is finished you are returning to your test coordinator the same number of materials you received.

All test items in and responses to the Maine Educational Assessment are secure and may not be duplicated in any way. To protect the security of the test, all test administrators must carefully follow the instructions in this manual for administering test sessions and handling materials.

SCHEDULING TESTS

Total testing time is approximately eight-and-one-half hours, made up of several separate testing sessions. Except for makeup sessions or sessions for students requiring test accommodations, the test sessions must follow the order listed below. The test coordinator in your school will arrange a testing schedule with you.

Test Session Order and Time Estimates for Each Session

Identification Information Session	15 minutes (plus additional time as needed)
Session 1A: Writing Prompt	45 minutes (plus maximum of 25 minutes of additional time, if needed)
Session 1B: Writing Tasks (2)	40 minutes (plus maximum of 20 minutes of additional time, if needed)
Session 2A: Reading	45 minutes (plus maximum of 15 minutes of additional time, if needed)
Session 2B: Reading	35 minutes (plus maximum of 10 minutes of additional time, if needed)
Session 2C: Reading	45 minutes (plus maximum of 15 minutes of additional time, if needed)
Session 2D: Reading	35 minutes (plus maximum of 10 minutes of additional time, if needed)
Session 3A: Mathematics (no calculator)	45 minutes (plus maximum of 15 minutes of additional time, if needed)
Session 3B: Mathematics	45 minutes (plus maximum of 15 minutes of additional time, if needed)
Session 3C: Mathematics	45 minutes (plus maximum of 15 minutes of additional time, if needed)
Session 4A: Science and Technology	45 minutes (plus maximum of 15 minutes of additional time, if needed)
Session 4B: Science and Technology	45 minutes (plus maximum of 15 minutes of additional time, if needed)
Session 4C: Science and Technology	45 minutes (plus maximum of 15 minutes of additional time, if needed)
Session 5A: Student Questionnaire	15 minutes (plus additional time as needed)

STUDENT TESTING MATERIALS

In addition to this manual, you will receive a set of student testing materials for the group of students you will be testing. These materials include test booklets, response booklets, and orange mathematics reference sheets. The

orange mathematics reference sheets can be separated ahead of time or just prior to the administration of Session 3A. Schools may want to use envelopes or plastic bags for the pieces once they are separated.

Please verify immediately that the form number on the front cover of each test booklet and the form number printed on the front cover of the inserted response booklet match. Before distributing materials to students, pull out any sets with numbers that do not match.

☞ **NOTE: During every test session, students should always be working with their own original test materials, which are those distributed to them at the beginning of testing.**

☞ **NOTE: The different forms of the test booklets are arranged in a special order in the stacks you have been given. DO NOT CHANGE THE ORDER OF ANY FORMS. They are arranged to achieve the proper distribution of materials when they are passed out. The test sessions for all content areas contain questions that are unique to each test form.**

The response booklets have been designed for machine scoring and should be handled carefully. The booklets should be free of extraneous marks and loose eraser bits, and they should never be folded, clipped, stapled, banded, or torn.

PREPARATION FOR TESTING

GATHERING INFORMATION

Read this *Test Administrator Manual* thoroughly. Familiarize yourself with all administration procedures **prior to** testing. Attend the meeting scheduled by your school principal/test coordinator to discuss the testing schedule (including plans for makeup sessions), review testing procedures, and receive information on how test materials will be distributed and tracked in your school between and during test sessions. Obtain information from the test coordinator regarding any students in your group

- who enrolled in your school and/or district after October 1, 2003,
- who are eligible for the National School Lunch Program (NSLP),
- who participate in Title 1A programs,
- who are migrant students,
- who have an identified disability under IDEA–97,
- who are limited English proficient (LEP),
- who participate in a state-approved gifted and talented program,
- who have a 504 Plan,
- who are home-schooled students who will be participating in the MEA,
- who require accommodations,
- who require alternate assessment and/or,
- who are repeating the fourth grade and who participated in the MEA last year. (Students only participate once at each grade level.)

If any student in your group will be tested with accommodations, discuss with the test coordinator how accommodations will be implemented. Refer to the end of this manual, the *Principal/Test Coordinator Manual*, or the *Policies and Procedures for Accommodations and Alternate Assessment to the MEA* for allowable accommodation or alternate assessment codes.

If any student in your group is being assessed using a personalized alternate assessment portfolio (PAAP), collect information about which content areas are being assessed in this manner. Refer to the end of this manual, the

Principal/Test Coordinator Manual, or the *Policies and Procedures for Accommodations and Alternate Assessment to the MEA* for allowable accommodation or alternate assessment codes.

PREPARING STUDENTS FOR THE TEST

The MEA consists of multiple-choice, short-answer (mathematics only), and constructed-response questions, so it is appropriate to familiarize students with these types of questions. CDs containing released items of previous MEA tests along with samples of student work were sent to each school with its results for classroom use. These examples illustrate the types of questions used in the test.

☞ **NOTE: Using current test materials to familiarize students with test-taking strategies is a violation of test security and testing procedures.**

Notify students of the testing in advance and request that they bring two sharpened number two pencils to every testing session, along with a book to read in case they finish a section of the test early. For the writing sessions only (Session 1A and 1B), students may choose to use a blue or black ink pen.

FINAL ADMINISTRATION PREPARATION

Just before testing, please

- arrange testing materials for each session so that you will be able to distribute them to students rapidly.
- post a “TESTING—PLEASE DO NOT DISTURB” sign on the classroom door.
- write the name of the school, teacher/class, and school district on the chalkboard (e.g., “SCHOOL DISTRICT: SAD 99”).

SCRIPTS

Test administration sections in this document provide the actual scripts (*words printed in italics*) to be read aloud as printed to students during test administration. General directions for test administration (**not** to be read aloud) are printed either in regular text or are boldfaced and in brackets within the scripts. **It is important that directions be read as scripted to ensure uniformity of test administration.**

Please review the step-by-step directions before beginning each testing session. As you review the directions, familiarize yourself with the different sections of the Student Test Booklet and Student Response Booklet. Reading directions to the students should only take a few minutes so students can spend most of their time answering test questions.

TEST ADMINISTRATION INTERRUPTIONS

Circumstances over which you have no control (fire drills or power failures, for example) may interrupt testing. If such an interruption does occur during any testing session, instruct students to insert their response booklets in their test booklets and close their test booklets. When normal conditions are restored, resume testing. Interruptions should not reduce the total amount of time students are given to complete the interrupted session.

IDENTIFICATION INFORMATION

Estimated time: 15 minutes

Materials needed: Student test booklets (with matching response booklets enclosed), sharpened number two pencils, and a sheltered English test materials packet for each student who will use the sheltered English version of the MEA for mathematics

NOTE: Prior to testing, display the name of the school, teacher/class, and district on the board.

1. **Read aloud to the students:**

The test you are going to take during the next few days is part of a program designed to find out what you know about several subjects. The results will also help us to find out how well our school is teaching you. All fourth-, eighth-, and eleventh-grade students in the state of Maine are taking this test. Some of the questions may be easy and some may be difficult; you are expected to answer every short-answer and constructed-response question with as much detail as needed. It is important that you do your best on each question.

[Pause.] *If you do not have a sharpened number two pencil, please raise your hand. Supply pencils to students who need them.*

2. Give one test booklet containing a response booklet to each student. Pass out the different forms of the test just as you would if all forms were identical. **Note:** Any students who will use the sheltered English version of the MEA for the mathematics sessions must begin using their unique set of test materials at this time.

3. **Say to the students:**

*During this first session, you will fill out some identification information in your testing materials. Before we begin, please look through your test booklet and check for missing, blank, or unreadable pages. **[Replace the test materials—test booklet and Student Response Booklet—if any test materials are defective.]***

*Place the Student Response Booklet in front of you so that you are looking at page 1. Using your sharpened number two pencil, print your name, the name of our school, the name of your teacher or class, and the name of our school district on page 1 as I have written them on the board. **[Pause.]** Now print your name and the name of our school again at the top of page 6. **[Pause.]** Finally, turn to page 40 (the outside back cover) of the response booklet, and print your name, the name of our school, the name of your teacher or class, and the name of our school district. **[Pause.]***

*On page 1 of your Student Response Booklet, look at the examples of correct and incorrect marks. When it's time to fill in the circles, make a dark mark that fills the circle completely. If you make a mistake, erase cleanly and carefully. Make no stray marks. **[Pause.]***

*Now, find the words "Student Name" in box "A." In the boxes below that, print the letters of your last name, starting in the first box on the left; then print your first name and middle initial in the spaces indicated. If your name is longer than the number of spaces given, print as many letters as you can. Now, under each letter you have entered, darken the circle that contains the same letter. **[Circulate and check that students are following instructions. Continue when all students have completed their name grids.]***

*Now find the box labeled "B—Gender" and fill in the appropriate circle. **[Pause.]** Next find the box labeled "C—Ethnicity" and fill in the circle that best describes you. **[Pause. Help students as necessary.]***

[If your school is not using an optional student identification number say to the students:]

Please put your response booklets aside for now.

[If your school is using a student identification number, say to the students:]

*Find box "D" to the right of the name grid. Print your student identification number in the spaces under the words "Student Identification (Optional)." Start writing the numbers in the first empty box on the left and work across to the right. If your number is not 10 digits long, leave any extra spaces at the end of the number blank. Now, under each number you have written, darken the circle that contains the same number. **[Circulate and check that students are following instructions. When all students are done, say to the students:]***

Please put your response booklets aside.

4. **Say to the students:**

Now place the test booklet in front of you so that you are looking at the front cover. On the lines provided, print your name and the name of your school.

5. If you plan to continue testing, follow the instructions for Session 1A, beginning with step 2. If you do not plan to continue testing at this time, collect the test booklets with the response booklets inserted. Store the test booklets in a secure place until the next scheduled testing session. Take care not to disassemble any sets of materials.

ENGLISH LANGUAGE ARTS: WRITING PROMPT—SESSION 1A

Estimated time: 45 minutes

Materials needed: Student Test Booklets (with response booklets enclosed), lined paper for prewriting activities and/or rough drafts, writers' aids (spelling tools, dictionaries, and thesauruses), writing tool

NOTE: Students may use pens with blue or black ink or sharpened number two pencils for this writing session. The writing tool should be the same tool used routinely in the classroom during writing instruction. Students may print or use cursive—whatever form they usually use.

1. Pass out the test booklets. **Each student must receive his or her own test booklet with response booklet enclosed.**

2. Pass out the paper you have secured for completing prewriting activities and/or rough drafts.

3. **Say to the students:**

*During this session, you will be taking the first of two writing tests. You will have 45 minutes to complete this writing assignment. You may use the extra paper you have been given for notes, an outline or a web, or a rough draft. Please write your name and the name of our school on each piece of paper you use. You should do the best work you can, and your final composition should reflect that effort. You will be given up to 25 minutes of extra time, if needed, to finish your final draft. Remember, only your final draft is to be written in your Student Response Booklet as that is what will be scored. **Please be aware that your final response will be returned to your school with the test results. Be sure to plan your composition so it will fit in the space provided. No additional papers will be scored.***

Because we understand that this test takes a long time to complete, you may take a short break at your desk if you feel you need it. You may not talk to anyone during that time, and please be quiet so that you won't disturb those who are working.

- NOTE:** All writing samples must be planned and written entirely by the students. Test administrators are **NOT** permitted to discuss the writing prompt or student responses in order to help students plan or generate text before or during the testing period. Scoring will be based on both the quality of their writing and how well they respond to the prompt. If students decide to write a rough draft, they must allow enough time to revise and copy it into their response booklet.

The purpose of the writing prompt is to generate a sufficient amount of text to evaluate the students' writing abilities. Responses to student questions regarding length of the composition should be answered to encourage a sufficient amount of text without coaching to the prompt.

While the preparation of prewriting activities (notes, outline, web, etc.) and/or a rough draft is encouraged, it is not required. Be careful in answering students' questions so that you do not influence their decisions. All prewriting activities and drafts, rough and final, are considered to be part of the test document and must be returned with the test materials.

4. **Say to the students:**

*The writing prompt is found in your test booklet. You will respond to the prompt on pages 3 through 6 in your Student Response Booklet. **[Pause.]** Please turn to page 3 of your test booklet. Follow along with me as I read the instructions and the prompt. **[Read the entire set of writing instructions and the writing prompt aloud from a test booklet.]** Are there any questions about the writing prompt? **[Answer any procedural questions students have.]** Carefully read the prompt again before you begin to write. You may begin working now.*

5. From time to time during the session, circulate and check that students are working in the correct place. **Be sure that the students are not using the response booklets for prewriting activities and/or rough drafts.** If students need extra paper for these activities, provide it to them.

6. If necessary, students may take breaks on an individual basis, but not as a group. No talking is allowed.
7. During the test period, please write the time remaining on the board. Update it every 10 minutes so that students may pace their work.
8. When 25 minutes have passed, **say to the students:**
There are 20 minutes left in this test session. If you have not started your final draft, you should begin it at this time. If you are going to have trouble finishing your final draft on time, you will be allowed up to 25 minutes of additional time.
9. After another 20 minutes, **say to the students:**
Please raise your hand if you have not finished writing your final draft. [If all students have completed this session, have them insert their response booklets into their test booklets to end the session and go on to step 11.] If students are still working, say to the students:
*You may have a **maximum** of 25 minutes additional time to complete your final draft. Remember, your final draft must fit in the space provided in your response booklet. If you are still working on your rough draft, you must begin to write your final draft in the Student Response Booklet now or you may run out of time. When you have completed your final draft, you may close your test booklet and sit quietly or read a book.*
10. Let students know when there are 15 minutes left and when there are 5 minutes left. At the end of the 5 minutes, **say to the students:**
This completes Session 1A. Please insert your Student Response Booklet into your test booklet and close it.
11. Collect the students' prewriting activities and rough drafts. Check to see that each student has written his or her name on each page used for prewriting activities and/or rough drafts. Prewriting activities should be returned immediately to your school's testing coordinator. If you plan to continue testing, follow the instructions for Session 1B, beginning with step 2. If you do not plan to continue testing at this time, collect the test booklets with the response booklets inserted. Store the test booklets in a secure place until the next scheduled testing session. Take care not to disassemble any sets of materials.

 **NOTE:** Neither the drafts nor the response booklets may be photocopied. A CD that contains your students' compositions will be sent to your school with your school's results.

ENGLISH LANGUAGE ARTS: WRITING TASKS—SESSION 1B

Estimated time: 40 minutes

Materials needed: Student Test Booklets (with response booklets enclosed), lined paper for prewriting activities, writers' aids (spelling tools, dictionaries, and thesauruses), writing tool

☞ **NOTE:** Students may use pens with blue or black ink or sharpened number two pencils for this writing session. The writing tool should be the same tool used routinely in the classroom during writing instruction. Students may print or use cursive—whatever form they usually use.

1. Pass out the test booklets. **Each student must receive his or her own test booklet containing his or her own response booklet.**

2. Pass out the paper you have secured for completing prewriting activities.

3. **Say to the students:**

*This writing assignment has two writing tasks. You will have 20 minutes to complete each task. You may use the extra paper you have been given for notes, an outline, or a web. Please write your name and the name of your school on each piece of paper you use. You must write your final copy for Task A on pages 7 and 8, and for Task B on pages 9 and 10 in the response booklet. You should do the best work you can, and your final work should reflect that effort. You will be given up to 10 minutes of extra time, if needed, to finish each task. Please turn to page 4 of your test booklet and follow along with me as I read the instructions. **[Read the entire set of writing instructions aloud from a test booklet.]** Are there any questions about the writing tasks? **[Answer any procedural questions students have.]** Carefully read Writing Task A before you begin to write. You may begin working now.*

☞ **NOTE:** All writing samples must be planned and written entirely by the students. Test administrators are **NOT** permitted to discuss the writing tasks or student responses in order to help students plan or generate text before or during the testing period. Scoring will be based on both the quality of their writing and how well they respond to the tasks.

4. From time to time during the session, circulate and check that students are working in the correct place. **Be sure that the students are not using the response booklets for prewriting activities.** If students need extra paper for these activities, provide it to them.

5. When 20 minutes have passed, **say to the students:**

*Please raise your hand if you have not finished your response to Task A. If all students are done with Task A, direct them to begin Task B. If students are still working on Task A, **say to the students:***

If you have not finished your response to Task A, you may have 10 more minutes to complete it before going on to Task B.

6. After 30 minutes have passed, **say to the students:**

If you are still working on Task A, you should complete your response now and go on to Task B.

7. When 50 minutes have passed, **say to the students:**

*Please raise your hand if you have not finished your response to Task B. **[If all students have completed this session, have them insert their response booklets into their test booklets to end the session and go on to step 9.]** If students are still working on Task B, **say to the students:***

If you have not finished your response to Task B, you may have 10 more minutes to work.

8. After another 10 minutes, **say to the students:**


This completes Session 1B of the writing test. Please insert your Student Response Booklet into your test booklet and close it.

9. Collect the students' prewriting activities and rough drafts. Check to see that each student has written his or her name on each page used for prewriting activities and/or rough drafts. Prewriting activities should be returned immediately to your school's test coordinator. If you plan to continue testing, follow the instructions for session 2A, beginning with step 2. If you do not plan to continue testing at this time, collect the test booklets with response booklets inserted. Store the test booklets in a secure place until the next scheduled testing session. Take care not to disassemble any sets of materials.

ENGLISH LANGUAGE ARTS: READING—SESSION 2A

Estimated time: 45 minutes

Materials needed: Student test booklets with response booklets enclosed and sharpened number two pencils

 **NOTE:** Because Session 2A is a reading test, writers' aids (spelling tools, dictionaries, and thesauruses) are NOT allowed.

1. Distribute sharpened number two pencils to students who need them and pass out the test booklets. **Each student must receive his or her own test booklet with response booklet enclosed.**

2. **Say to the students:**

Over the next few days you are going to be tested in reading, mathematics, and science and technology. Before you begin, check to see that your name and the name of our school are written in the spaces provided for them at the top of page 1 in your response booklet. Please turn to page 5 of your test booklet. Follow along with me as I read the general directions.

The tests you are about to take are made up of multiple-choice, short-answer (mathematics only), and constructed-response questions. Session 5A is a multiple-choice questionnaire about your experience with school-related work.

For the reading parts of the test, you should read each selection before answering the questions.

*Choose the **best** answer for each multiple-choice question and fill in the bubble next to your answer choice in your Student Response Booklet. You can earn 1 point for multiple-choice questions.*

Some of the questions ask you to write out your answer. Write your answer to the mathematics short-answer questions and the constructed-response questions in the boxes provided in your Student Response Booklet. A reader will score each of your answers. You can earn 2 points for mathematics short-answer questions and 4 points for all constructed-response questions. You can earn points for partly correct answers so you should try to answer every question as best as you can.

*Be sure to answer **all parts** of each question. If a question asks you to **explain** how or why you reached an answer, you must do so. If you are asked to give **examples**, you must provide them. Generally, in mathematics you should show all of your work.*

Do not write your answers in this test booklet.

*You are now going to take the first of four reading test sessions. This session is made up of multiple-choice and constructed-response questions. The questions follow each reading selection. Please open your response booklet to page 11. You will mark and write your answers for this session on pages 11, 12, and 13. Do you have any questions about where to mark and write your answers? **[Answer any procedural questions students have.]***

You will have about 45 minutes to do the required reading and answer the questions in this session. Turn to "English Language Arts: Reading—Session 2A" on page 6 in your test booklet. Read the information at the top of the page and then begin reading the selection and answering the questions that follow. Continue working to the stop sign.

3. From time to time during the session, circulate and check that students are working in the correct space. When 25 minutes have passed, **say to the students:**

You have been working for 25 minutes. Please continue to work quickly but carefully. When you have finished this part of the test, you may go back and check your work in this session or insert your response booklet into your test booklet, close your test booklet, and sit quietly or read a book. You may not work on any other section of the test.

4. After another 20 minutes, **say to the students:**

*Please raise your hand if you have not finished answering the questions. **[If all students have completed this session, have them insert their response booklets into their test booklets, close their test booklets to end the session, and go on to step 6.]** If students are still working, say to the students:*

*You may have a **maximum** of 15 minutes additional time to complete this session. Remember that when you have completed the questions, you may go back and check your work in this session or insert your response booklet into your test booklet, close your test booklet, and sit quietly or read a book.*

5. Let students know when there are 5 minutes left. At the end of the 5 minutes, **say to the students:**
This completes Session 2A. Please insert your response booklet into your test booklet and close your test booklet.
6. If you plan to continue testing, follow the instructions for Session 2B, beginning with step 2. If you do not plan to continue testing at this time, collect the test booklets with response booklets inserted. Store the test booklets in a secure place until the next scheduled testing session. Take care not to disassemble any sets of materials.

ENGLISH LANGUAGE ARTS: READING—SESSION 2B

Estimated time: 35 minutes

Materials needed: Student test booklets with response booklets enclosed and sharpened number two pencils

☞ **NOTE:** Because Session 2B is a reading test, writers' aids (spelling tools, dictionaries, and thesauruses) are **NOT** allowed.

1. Distribute sharpened number two pencils to students who need them and pass out the test booklets. **Each student must receive his or her own test booklet with response booklet enclosed.**
2. **Say to the students:**
Before you begin, check to see that your name and the name of our school are written in the spaces provided for them at the top of page 1 in your response booklet. [Pause.] You are now going to take the second of four reading test sessions. This session is made up of multiple-choice and constructed-response questions. The questions follow each reading selection. Please open your response booklet to page 14. You will mark and write your answers for this session on pages 14 and 15. Do you have any questions about where to mark and write your answers? [Answer any procedural questions students have.]
You will have about 35 minutes to do the required reading and answer the questions in this session. Turn to "English Language Arts: Reading—Session 2B" on page 12 in your test booklet. Read the information at the top of the page and then begin reading the selections and answering the questions that follow. Continue working to the stop sign.
3. From time to time during the session, circulate and check that students are working in the correct space. When 20 minutes have passed, **say to the students:**
You have been working for 20 minutes. Please continue to work quickly but carefully. When you have finished this part of the test, you may go back and check your work in this session or insert your response booklet into your test booklet, close your test booklet, and sit quietly or read a book. You may not work on any other section of the test.
4. After another 15 minutes, **say to the students:**
Please raise your hand if you have not finished answering the questions. [If all students have completed this session, have them insert their response booklets into their test booklets, close their test booklets to end the session, and go on to step 6.] If students are still working, say to the students:
*You may have a **maximum** of 10 minutes additional time to complete this session. Remember that when you have completed the questions, you may go back and check your work in this session or insert your response booklets into your test booklet, close your test booklet, and sit quietly or read a book.*
5. Let students know when there are 5 minutes left. At the end of the 5 minutes, **say to the students:**
This completes Session 2B. Please insert your response booklet into your test booklet and close your test booklet.
6. If you plan to continue testing, follow the instructions for Session 2C, beginning with step 2. If you do not plan to continue testing at this time, collect the test booklets with response booklets inserted. Store the test booklets in a secure place until the next scheduled testing session. Take care not to disassemble any sets of materials.

ENGLISH LANGUAGE ARTS: READING—SESSION 2C

Estimated time: 45 minutes

Materials needed: Student test booklets with response booklets enclosed and sharpened number two pencils

☞ **NOTE:** Because Session 2C is a reading test, writers' aids (spelling tools, dictionaries, and thesauruses) are **NOT** allowed.

1. Distribute sharpened number two pencils to students who need them and pass out the test booklets. **Each student must receive his or her own test booklet with response booklet enclosed.**
2. **Say to the students:**
Before you begin, check to see that your name and the name of our school are written in the spaces provided for them at the top of page 1 in your response booklet. [Pause.] You are now going to take the third of four reading test sessions. This session is made up of multiple-choice and constructed-response questions. The questions follow each reading selection. Please open your response booklet to page 16. You will mark and write your answers for this session on pages 16, 17, and 18. Do you have any questions about where to mark and write your answers? [Answer any procedural questions students have.]
You will have about 45 minutes to do the required reading and answer the questions in this session. Turn to "English Language Arts: Reading—Session 2C" on page 18 in your test booklet. Read the information at the top of the page and then begin reading the selections and answering the questions that follow. Continue working to the stop sign.
3. From time to time during the session, circulate and check that students are working in the correct space. When 25 minutes have passed, **say to the students:**
You have been working for 25 minutes. Please continue to work quickly but carefully. When you have finished this part of the test, you may go back and check your work in this session or insert your response booklet into your test booklet, close your test booklet, and sit quietly or read a book. You may not work on any other section of the test.
4. After another 20 minutes, **say to the students:**
Please raise your hand if you have not finished answering the questions. [If all students have completed this session, have them insert their response booklets into their test booklets, close their test booklets to end the session, and go on to step 6.] If students are still working, say to the students:
*You may have a **maximum** of 15 minutes additional time to complete this session. Remember that when you have completed the questions, you may go back and check your work in this session or insert your response booklets into your test booklet, close your test booklet, and sit quietly or read a book.*
5. Let students know when there are 5 minutes left. At the end of the 5 minutes, **say to the students:**
This completes Session 2C. Please insert your response booklet into your test booklet and close your test booklet.
6. If you plan to continue testing, follow the instructions for Session 2D, beginning with step 2. If you do not plan to continue testing at this time, collect the test booklets with response booklets inserted. Store the test booklets in a secure place until the next scheduled testing session. Take care not to disassemble any sets of materials.

ENGLISH LANGUAGE ARTS: READING—SESSION 2D

Estimated time: 35 minutes

Materials needed: Student test booklets with response booklets enclosed and sharpened number two pencils

☞ **NOTE:** Because Session 2D is a reading test, writers' aids (spelling tools, dictionaries, and thesauruses) are **NOT** allowed.

1. Distribute sharpened number two pencils to students who need them and pass out the test booklets. **Each student must receive his or her own test booklet with response booklet enclosed.**
2. **Say to the students:**
Before you begin, check to see that your name and the name of our school are written in the spaces provided for them at the top of page 1 in your response booklet. [Pause.] You are now going to take the fourth and final reading test session. This session is made up of multiple-choice and constructed-response questions. The questions follow each reading selection. Please open your response booklet to page 19. You will mark and write your answers for this session on pages 19 and 20. Do you have any questions about where to mark and write your answers? [Answer any procedural questions students have.]
You will have about 35 minutes to do the required reading and answer the questions in this session. Turn to "English Language Arts: Reading—Session 2D" on page 23 in your test booklet. Read the information at the top of the page and then begin reading the selections and answering the questions that follow. Continue working to the stop sign.
3. From time to time during the session, circulate and check that students are working in the correct space. When 20 minutes have passed, **say to the students:**
You have been working for 20 minutes. Please continue to work quickly but carefully. When you have finished this part of the test, you may go back and check your work in this session or insert your response booklet into your test booklet, close your test booklet, and sit quietly or read a book. You may not work on any other section of the test.
4. After another 15 minutes, **say to the students:**
Please raise your hand if you have not finished answering the questions. [If all students have completed this session, have them insert their response booklets into their test booklets, close their test booklets to end the session, and go on to step 6.] If students are still working, say to the students:
*You may have a **maximum** of 10 minutes additional time to complete this session. Remember that when you have completed the questions, you may go back and check your work in this session or insert your response booklets into your test booklet, close your test booklet, and sit quietly or read a book.*
5. Let students know when there are 5 minutes left. At the end of the 5 minutes, **say to the students:**
This completes Session 2D. Please insert your response booklet into your test booklet and close your test booklet.
6. If you plan to continue testing, follow the instructions for Session 3A. If you do not plan to continue testing at this time, collect the test booklets with response booklets inserted. Store the test booklets in a secure place until the next scheduled testing session. Take care not to disassemble any sets of materials.

MATHEMATICS (NO CALCULATOR)—SESSION 3A



Estimated time: 45 minutes

Materials needed: Student Test Booklets (including the sheltered English version for qualifying students) with matching response booklets enclosed, orange mathematics reference sheets (with school-supplied plastic bags or envelopes for storage), and sharpened number two pencils

☞ **NOTE:** This is a “no calculator” session. Students should not have access to calculators. This includes calculator watches. Scratch paper is not to be used.

☞ **NOTE:** If you are administering the sheltered English version of the mathematics test, please refer to the document containing special instructions for test administrators.

1. IMMEDIATELY PRIOR TO TESTING SESSION 3A

- Supply each student with an orange mathematics reference sheet. Ask the students to separate the pieces by folding them along the perforated lines and then carefully tearing, or you may separate the pieces for your students prior to beginning this session. They may use the pieces to help them with any question during the mathematics sessions. The pieces may be stored in bags or envelopes labeled with the student’s name.

2. Distribute sharpened number two pencils to students who need them and pass out the test booklets. Do **NOT** provide scratch paper. Students must show work in the response booklets. **Each student must receive his or her own test booklet with response booklet enclosed.**

3. Say to the students:

*Before you begin, check to see that your name and the name of our school are written at the top of page 1 of your Student Response Booklet. You are now going to take the first of three mathematics sessions. This session is made up of multiple-choice, short-answer, and constructed-response questions. Please open your response booklet to page 21. You will mark and write your answers for this session on pages 21, 22, 23, and 24. **If you need to do any computations for multiple-choice questions, you may write in any white space in the test booklet.** For short-answer and constructed-response questions, all work should be computed in the answer space in the response booklet to obtain maximum credit during scoring. If you do the work in your head and not on paper, please explain how you solved the problem. Do you have any questions about where to mark and write your answers? **[Answer any procedural questions students have.]***

You will have about 45 minutes to answer questions in this session. Turn to “Mathematics—Session 3A” on page 28 in your test booklet and begin answering the questions. Continue working to the stop sign.

4. From time to time during the session, circulate and check that students are working in the correct place. When 25 minutes have passed, **say to the students:**

You have been working for 25 minutes. Please continue to work quickly but carefully. When you have finished this part of the test, you may go back and check your work in this session or you may insert your response booklet and mathematics reference pieces into your test booklet, close your test booklet, and sit quietly or read a book. You may not work on any other section of the test.

5. After another 20 minutes, **say to the students:**

Please raise your hand if you have not finished answering the questions. [If all students have completed this session, have them insert their response booklets and mathematics reference pieces into their test booklets, close their test booklets to end the session, and go on to step 7.] If students are still working, say to the students:

*You may have a **maximum** of 15 minutes additional time to complete this session. Remember that when you have completed the questions, you may go back and check your work in this session or insert your response booklet and mathematics reference pieces into your test booklet, close your test booklet, and sit quietly or read a book.*

6. Let students know when there are 5 minutes left. At the end of the 5 minutes, **say to the students:**

This completes Session 3A. Please insert your response booklet and mathematics reference pieces into your test booklet and close your test booklet.

7. If you plan to continue testing, provide students with calculators, and then follow the instructions for Session 3B, beginning with step 2. If you do not plan to continue testing at this time, collect the test booklets with response booklets and mathematics reference pieces inserted. Store the test booklets in a secure place until the next scheduled testing session. Take care not to disassemble any sets of materials.

MATHEMATICS—SESSION 3B



Estimated time: 45 minutes

Materials needed: Student Test Booklets (including the sheltered English version for qualifying students) with matching response booklets and orange mathematics reference pieces enclosed, calculators (scratch paper is not to be used), and sharpened number two pencils

1. Distribute sharpened number two pencils and calculators to students who need them and pass out the test booklets with response booklets and orange mathematics reference pieces enclosed. Do **NOT** provide scratch paper. Students must show their work in the response booklets. **Each student must receive his or her own test booklet with response booklet and mathematics reference pieces enclosed.**
2. **Say to the students:**
Before you begin, check to see that your name and the name of our school are written at the top of page 1 of your Student Response Booklet. You are now going to take the second of three mathematics sessions. This session is made up of multiple-choice, short-answer, and constructed-response questions. Please open your response booklet to page 25. You will mark and write your answers for this session on pages 25, 26, and 27. If you use a calculator or if you do the work in your head and not on the page, please explain how you solved the problem. You may use a calculator on any questions where you feel it would be helpful. Do you have any questions about where to mark and write your answers? [Answer any procedural questions students have.]
You will have about 45 minutes to answer questions in this session. Turn to “Mathematics—Session 3B” on page 34 in your test booklet and begin answering the questions. Continue working to the stop sign.
3. From time to time during the session, circulate and check that students are working in the correct place. When 25 minutes have passed, **say to the students:**
You have been working for 25 minutes. Please continue to work quickly but carefully. When you have finished this part of the test, you may go back and check your work in this session or insert your response booklet and mathematics reference pieces into your test booklet, close your test booklet, and sit quietly or read a book. You may not work on any other section of the test.
4. After another 20 minutes, **say to the students:**
Please raise your hand if you have not finished answering the questions. [If all students have completed this session, have them insert their response booklets and mathematics reference pieces into their test booklets, close their test booklets to end the session, and go to step 6.] If students are still working, say to the students:
*You may have a **maximum** of 15 minutes additional time to complete this session. Remember that when you have completed the questions, you may go back and check your work in this session or insert your response booklet into your test booklet, close your test booklet, and sit quietly or read a book.*
5. Let students know when there are 5 minutes left. At the end of the 5 minutes, **say to the students:**
This completes Session 3B. Please insert your response booklet and mathematics reference pieces into your test booklet and close your test booklet.
6. If you plan to continue testing, follow the instructions for Session 3C, beginning with step 2. If you do not plan to continue testing at this time, collect the test booklets with response booklets and mathematics reference pieces inserted, calculators, and orange mathematics reference sheet pieces. Store the test booklets in a secure place until the next scheduled testing session. Take care not to disassemble any sets of materials.

MATHEMATICS—SESSION 3C



Estimated time: 45 minutes

Materials needed: Student Test Booklets (including the sheltered English version for qualifying students) with matching response booklets and orange mathematics reference pieces enclosed, calculators (scratch paper is not to be used), and sharpened number two pencils

1. Distribute sharpened number two pencils and calculators to students who need them and pass out the test booklets with response booklets and orange mathematics reference pieces enclosed. Do **NOT** provide scratch paper. Students must show their work in the response booklets. **Each student must receive his or her own test booklet with response booklet and mathematics reference pieces enclosed.**
2. **Say to the students:**
Before you begin, check to see that your name and the name of our school are written at the top of page 1 of your Student Response Booklet. You are now going to take the third and final mathematics session. This session is made up of multiple-choice, short-answer, and constructed-response questions. Please open your response booklet to page 28. You will mark and write your answers for this session on pages 28, 29, and 30. If you use a calculator or if you do the work in your head and not on the page, please explain how you solved the problem. You may use a calculator on any questions where you feel it would be helpful. Do you have any questions about where to mark and write your answers? [Answer any procedural questions students have.]
You will have about 45 minutes to answer questions in this session. Turn to “Mathematics—Session 3C” on page 42 in your test booklet and begin answering the questions. Continue working to the stop sign.
3. From time to time during the session, circulate and check that students are working in the correct place. When 25 minutes have passed, **say to the students:**
You have been working for 25 minutes. Please continue to work quickly but carefully. When you have finished this part of the test, you may go back and check your work in this session or insert your response booklet into your test booklet, close your test booklet, and sit quietly or read a book. You may not work on any other section of the test.
4. After another 20 minutes, **say to the students:**
Please raise your hand if you have not finished answering the questions. [If all students have completed this session, have them insert their response booklets into their test booklets, close their test booklets to end the session, and go to step 6.] If students are still working, say to the students:
*You may have a **maximum** of 15 minutes additional time to complete this session. Remember that when you have completed the questions, you may go back and check your work in this session or insert your response booklet into your test booklet, close your test booklet, and sit quietly or read a book.*
5. Let students know when there are 5 minutes left. At the end of the 5 minutes, **say to the students:**
This completes Session 3C. Please insert your response booklet into your test booklet and close your test booklet.
6. Instruct the students to put the calculators away or return borrowed calculators to the teacher. Orange mathematics reference sheets pieces may be discarded at this time. Collect any sheltered English mathematics test booklets and return them to your test coordinator for safekeeping as soon as possible. If you plan to continue testing, follow the instructions for Session 4A, beginning with step 2. If you do not plan to continue testing at this time, collect the test booklets with response booklets inserted. Store the test booklets in a secure place until the next scheduled testing session. Take care not to disassemble any sets of materials.

SCIENCE AND TECHNOLOGY—SESSION 4A

Estimated time: 45 minutes

Materials needed: Student test booklets with response booklets enclosed and sharpened number two pencils

1. Distribute sharpened number two pencils to students who need them and pass out the test booklets. **Each student must receive his or her own test booklet with response booklet enclosed.**
2. **Say to the students:**
Before you begin, check to see that your name and the name of our school are written in the spaces provided for them at the top of page 1 in your response booklet. [Pause.] You are now going to take the first of three science and technology test sessions. This session is made up of multiple-choice and constructed-response questions. Please open your response booklet to page 31. You will mark and write your answers for this session on pages 31, 32, and 33. Do you have any questions about where to mark and write your answers? [Answer any procedural questions students have.]
You will have about 45 minutes to answer the questions in this session. Turn to “Science and Technology—Session 4A” on page 50 in your test booklet. Read the information at the top of the page and then begin answering the questions that follow. Continue working to the stop sign.
3. From time to time during the session, circulate and check that students are working in the correct space. When 25 minutes have passed, **say to the students:**
You have been working for 25 minutes. Please continue to work quickly but carefully. When you have finished this part of the test, you may go back and check your work in this session or insert your response booklet into your test booklet, close your test booklet, and sit quietly or read a book. You may not work on any other section of the test.
4. After another 20 minutes, **say to the students:**
Please raise your hand if you have not finished answering the questions. [If all students have completed this session, have them insert their response booklets into their test booklets, close their test booklets to end the session, and go on to step 6.] If students are still working, say to the students:
*You may have a **maximum** of 15 minutes additional time to complete this session. Remember that when you have completed the questions, you may go back and check your work in this session or insert your response booklets into your test booklet, close your test booklet, and sit quietly or read a book.*
5. Let students know when there are 5 minutes left. At the end of the 5 minutes, **say to the students:**
This completes Session 4A. Please insert your response booklet into your test booklet and close your test booklet.
6. If you plan to continue testing, follow the instructions for Session 4B, beginning with step 2. If you do not plan to continue testing at this time, collect the test booklets with response booklets inserted. Store the test booklets in a secure place until the next scheduled testing session. Take care not to disassemble any sets of materials.

SCIENCE AND TECHNOLOGY—SESSION 4B

Estimated time: 45 minutes

Materials needed: Student test booklets with response booklets enclosed and sharpened number two pencils

1. Distribute sharpened number two pencils to students who need them and pass out the test booklets. **Each student must receive his or her own test booklet with response booklet enclosed.**
2. **Say to the students:**
Before you begin, check to see that your name and the name of our school are written in the spaces provided for them at the top of page 1 in your response booklet. [Pause.] You are now going to take the second of three science and technology test sessions. This session is made up of multiple-choice and constructed-response questions. Please open your response booklet to page 34. You will mark and write your answers for this session on pages 34, 35, and 36. Do you have any questions about where to mark and write your answers? [Answer any procedural questions students have.]
You will have about 45 minutes to answer the questions in this session. Turn to “Science and Technology—Session 4B” on page 54 in your test booklet. Read the information at the top of the page and then begin answering the questions that follow. Continue working to the stop sign.
3. From time to time during the session, circulate and check that students are working in the correct space. When 25 minutes have passed, **say to the students:**
You have been working for 25 minutes. Please continue to work quickly but carefully. When you have finished this part of the test, you may go back and check your work in this session or insert your response booklet into your test booklet, close your test booklet, and sit quietly or read a book. You may not work on any other section of the test.
4. After another 20 minutes, **say to the students:**
Please raise your hand if you have not finished answering the questions. [If all students have completed this session, have them insert their response booklets into their test booklets, close their test booklets to end the session, and go on to step 6.] If students are still working, say to the students:
*You may have a **maximum** of 15 minutes additional time to complete this session. Remember that when you have completed the questions, you may go back and check your work in this session or insert your response booklets into your test booklet, close your test booklet, and sit quietly or read a book.*
5. Let students know when there are 5 minutes left. At the end of the 5 minutes, **say to the students:**
This completes Session 4B. Please insert your response booklet into your test booklet and close your test booklet.
6. If you plan to continue testing, follow the instructions for Session 4C, beginning with step 2. If you do not plan to continue testing at this time, collect the test booklets with response booklets inserted. Store the test booklets in a secure place until the next scheduled testing session. Take care not to disassemble any sets of materials.

SCIENCE AND TECHNOLOGY—SESSION 4C

Estimated time: 45 minutes

Materials needed: Student test booklets with response booklets enclosed and sharpened number two pencils

1. Distribute sharpened number two pencils to students who need them and pass out the test booklets. **Each student must receive his or her own test booklet with response booklet enclosed.**
2. **Say to the students:**
Before you begin, check to see that your name and the name of our school are written in the spaces provided for them at the top of page 1 in your response booklet. [Pause.] You are now going to take the third and final science and technology test session. This session is made up of multiple-choice and constructed-response questions. Please open your response booklet to page 37. You will mark and write your answers for this session on pages 37, 38, and 39. Do you have any questions about where to mark and write your answers? [Answer any procedural questions students have.]
You will have about 45 minutes to answer the questions in this session. Turn to “Science and Technology—Session 4C” on page 59 in your test booklet. Read the information at the top of the page and then begin answering the questions that follow. Continue working to the stop sign.
3. From time to time during the session, circulate and check that students are working in the correct space. When 25 minutes have passed, **say to the students:**
You have been working for 25 minutes. Please continue to work quickly but carefully. When you have finished this part of the test, you may go back and check your work in this session or insert your response booklet into your test booklet, close your test booklet, and sit quietly or read a book. You may not work on any other section of the test.
4. After another 20 minutes, **say to the students:**
Please raise your hand if you have not finished answering the questions. [If all students have completed this session, have them insert their response booklets into their test booklets, close their test booklets to end the session, and go on to step 6.] If students are still working, say to the students:
*You may have a **maximum** of 15 minutes additional time to complete this session. Remember that when you have completed the questions, you may go back and check your work in this session or insert your response booklets into your test booklet, close your test booklet, and sit quietly or read a book.*
5. Let students know when there are 5 minutes left. At the end of the 5 minutes, **say to the students:**
This completes Session 4C. Please insert your response booklet into your test booklet and close your test booklet.
6. If you plan to complete the Student Questionnaire at this time, follow the instructions on the next page. If you do not plan to complete the Student Questionnaire now, collect the test booklets with response booklets inserted. Store the test booklets in a secure place until the next scheduled testing session. Take care not to disassemble any sets of materials.

STUDENT QUESTIONNAIRE—SESSION 5A

Estimated time: 15 minutes

Materials needed: Student Test Booklets with response booklets enclosed and sharpened number two pencils

☞ **NOTE:** If your district is making use of the last question, a question unique to your district, you should have been provided with the text of the question and four possible answer options. This question and the answer options should be written on the chalkboard or displayed on an overhead projector prior to starting this session.

1. Distribute sharpened number two pencils to students who need them and pass out the test booklets. **Each student must receive his or her own test booklet with response booklet enclosed.**

2. **Say to the students:**

Before you begin, check to see that your name and the name of our school are written in the spaces provided for them at the top of page 1 in your response booklet. [Pause.] You are now going to take the student questionnaire session. This session is made up of only multiple-choice questions. Please open your test booklet to page 64 and read the directions at the top of the page to yourself as I read them aloud.

Directions

Please locate the section labeled “Student Questionnaire” on page 40 of your Student Response Booklet. This is where you will record your answers to the questions in this questionnaire. During this session of the MEA, you will be answering some questions about the test you have taken and some other questions about education. If you feel uncomfortable about answering a question, you do not need to answer it. If you need help answering any question, just raise your hand.

Choose the best answer for each question by filling in the circle with the same letter as the answer you choose. Choose only one answer for each question. Do not make any stray marks in the Student Response Booklet. The questionnaire should take about 15 minutes to complete.

If your district is using the optional question, say to the students:

Question 29 does not appear in your questionnaire booklet. When you finish question 28, refer to [indicate board or overhead screen] for the last question.

If your district is not using question 29, instruct students to leave question 29 blank.

Do you have any questions? [Answer any questions students have.] Please begin answering the questions.

3. Circulate and check that students are working in the correct place. After 15 minutes, **say to the students:**
Please raise your hand if you have not finished answering the questions.
4. If students raise their hands, allow them a reasonable amount of time to complete the session. When all students have finished, collect the test booklets with response booklets inserted.

CONCLUDING THE MEA ADMINISTRATION

COLLECTING ALL MATERIALS AND CONDUCTING MAKEUP TESTING

___ Ensure that all testing materials have been collected from all students in your group.

___ Ensure that all makeup testing has occurred for students in your group.

CHECKING STUDENT RESPONSE BOOKLETS AND COMPLETING FRONT COVERS

___ Check the condition of Student Response Booklets and erase any stray marks.

___ Ensure that the student, school, teacher/class, and district name spaces are completed on pages 1 and 40 of the Student Response Booklets, and that the student and school name is written on page 6. Also check to see that each student filled in boxes A through C, and D of page 1 if applicable.

ENCODING STUDENT PROGRAM PARTICIPATION INFORMATION ON PAGE 2

___ Complete **all** the appropriate boxes in the first column on page 2 of the student's response booklet, if authorized to do so, for any student in your group who participates in the following programs. Indicate each student's status by either filling in the circles or leaving them blank. A darkened circle is a "yes" response, and a blank circle corresponds to "no."

- *Enrollment.* The student enrolled in your school and/or district after October 1, 2003.
- *National School Lunch Program (NSLP).* The student is eligible for free or reduced price lunch.
- *Title IA.* The student receives or received Title I reading and/or mathematics services during any part of 2003-2004. Mark the circle that applies only for students who receive targeted services; do not mark the circle for all students in a school wide program.
- *Migrant (Title IC).* The student is eligible for Migrant services at the time of testing. Mark the circle that applies.
- *Special Education.* The student has an identified disability under IDEA-97 (PET/IEP). Mark the circles for the appropriate special education code(s). Special education codes to identify disabilities are
 - 1. Mental Retardation
 - 2. Hearing Impairment
 - 3. Deafness
 - 4. Speech & Language Impairment
 - 5. Visual Impairment Including Blindness
 - 6. Emotional Disability
 - 7. Orthopedic Impairment
 - 8. Other Health Impairment
 - 9. Specific Learning Disability
 - 10. Deaf/Blind
 - 11. Multiple Disabilities
 - 12. Not Used
 - 13. Autism
 - 14. Traumatic Brain Injury
- *Limited English Proficient (LEP) Students.* The student is limited English proficient (LEP). Mark the circle that applies. Limited English proficient students are defined as "students whose primary or native language is not English and who have difficulty in using English (i.e., reading, writing, speaking, listening) such that the opportunity to participate effectively in school may be denied when English is the exclusive language of instruction. Such a student requires ESL and/or bilingual education services." [More specific information about LEP and bilingual students may be obtained from Barney Bérubé at the Office of Bilingual Education, (207) 624-6772.]
- *State Approved Gifted/Talented.* The student participates in a state-approved gifted and talented program.
- *504 Plan.* The student receives services under a 504 Plan. Refer to Policies and Procedures for Accommodations and Alternate Assessment to the MEA for additional information.
- *Home Schooled.* The student is a home-schooled student taking the MEA at your school. Scores for home-schooled students will not be counted as part of school scores.

- *Retention.* The student is repeating the fourth grade and participated in the MEA last year. (Students only participate once at each grade level.)

Students Who Receive Accommodations

___ Complete the “Accommodations” box for any student who received accommodations(s) during testing, in accordance with *Policies and Procedures for Accommodations and Alternate Assessments to the MEA*, which can be found in the *Principal/Test Coordinator Manual*. Fill in the circle(s) for the appropriate codes(s) for **each** content area of the test as applicable. Accommodation codes are also listed at the end of this manual. A darkened circle is a “yes” response, and a blank circle corresponds to “no.”

Note: For every student who receives accommodations, one or more box(es) in the first column indicating the program(s) in which the student participates must also be completed.

Students Who Receive Alternate Assessment

___ Complete the “Alternate Assessment” box for any student who is receiving alternate assessment (PAAP), in accordance with *Policies and Procedures for Accommodations and Alternate Assessment to the MEA*, which can be found in the *Principal/Test Coordinator Manual*. Fill in the circle(s) for **each** content area in which students will complete a personalized alternate assessment portfolio (PAAP) during this school year. A darkened circle is a “yes” response, and a blank circle corresponds to “no.”

Note: For every student who is receiving an alternate assessment, one or more box(es) in the first column indicating the program(s) in which the student participates must also be completed.

Classroom Reports

If you want to receive common item reports organized by classroom, identify each classroom by marking the appropriate code number that was assigned to each classroom’s teacher or test administrator on every Student Response Booklet from each class. **If you are requesting classroom reports, you should sort the Student Response Booklets by classroom and place the completed Class Identification Sheet at the top of each class.** If you want one complete alphabetized report for all students at your school, it is not necessary to complete a Class Identification Sheet or sort the Student Response Booklets.

ORGANIZING AND RETURNING MATERIALS

___ Organize all testing materials in a stack in the following order, from top to bottom:

- This *Test Administrator Manual*
- All used Student Response Booklets
- All used Student Test Booklets
- Unused Student Test and Response Booklets

It is not necessary to alphabetize the Student Response Booklets.

___ Return **all** student test materials immediately to your principal or test coordinator in the stacked order above, using the appropriate tracking documents and procedures.

Thank you for your participation and assistance in the administration
of the MEA measuring Maine’s *Learning Results*.

CODING FOR ACCOMMODATIONS

A. Scheduling Accommodations

Tests were administered

- A.1. at a time of day or a day of the week most beneficial to the student.
- A.2. in appropriate blocks of time for individual student needs, followed by rest breaks.
- A.3. with time extended beyond the regular test administration allotments until, in the administrator's judgment, the student could no longer sustain the activity.

B. Setting Accommodations

Tests were administered

- B.1. individually.
- B.2. in a small group.
- B.3. in a carrel.
- B.4. in an alternative setting.
- B.5. at the student's home, by school personnel.
- B.6. with the student seated in front of the classroom.
- B.7. with the teacher facing the student.
- B.8. by other school personnel known to the student (e.g., LEP, Title 1, Compensatory Education, Special Education).

C. Equipment Accommodations

Tests were administered

- C.1. with the student using magnifying equipment.
- C.2. with the student wearing noise buffers.
- C.3. using a template.
- C.4. with the student using amplification equipment (e.g., a hearing aid or auditory trainer).
- C.5. with the student using a typewriter or word processor.
- C.6. with the student using a calculator for non-calculator sessions (only if the use of a calculator is part of the student's IEP).
- C.7. using voice-actuated technology.
- C.8. using other assistive technology.
- C.9. using a bilingual dictionary.

D. Recording Accommodations

- D.1. The student's answers were dictated to and recorded by the test administrator (except for the writing sessions).
- D.2. The student wrote answers by machine or on large-spaced paper.

NOTE: Oral dictation of a writing sample is NOT an approved accommodation.

E. Modality Accommodations

- E.1. Tests were administered in large print.
- E.2. Tests were administered in Braille.
- E.3. Tests were read to the student by the test administrator (with the exception of the reading session).
- E.4. Tests were interpreted for the deaf or hearing-impaired student (with the exception of the reading passages).
- E.5. An administrator gave test directions with verification that the student understood them.
- E.6. Tests were translated into native language for an LEP student. (Translation is to be done by local personnel.)
- E.7. Tests were read in "Sheltered English" content for an LEP student in a manner that does not compromise test integrity.
- E.8. Mathematics tests were administered in sheltered English to eligible LEP Students

F. Other Accommodations

- F.1. Other (must be approved by the Department of Education in advance)*
- F.2. Other – related to Grade 8 MEA Online Assessment (must be approved by the Department of Education in advance)*

ALTERNATE ASSESSMENT

Students will be provided with an alternate assessment in the following content areas if they cannot take the MEA either through standard administration or administration with accommodations:

*English Language Arts-Writing
English Language Arts- Reading*

*Mathematics
Science and Technology*

*For further information contact: Horace (Brud) Maxcy, Coordinator, Maine Educational Assessment, Department of Education, 23 State House Station, Augusta, ME 04333, 1-207-624-6774.